

Word Analysis

Vocabulary

Rhyming Words

Teach

- Explain that words that have the same ending sound are rhyming words, and that some reading selections use rhyming words to help tell their stories. For example, in “Worksong,” the words *hold* and *bold* end in rhyming sounds.
- Remind students that many words rhyme, but not all rhyming words have meaning, such as the rhyming word *dold*. Explain that all meaningful English words are listed in alphabetical order in a dictionary as you distribute dictionaries among students.
- **Teacher Model:** Model using a dictionary by looking up the words *hold* and *dold*. Open to the beginning pages. Tell students that words starting with the letter *a* are listed first, then words starting with the letter *b*, then *c*, and so on. Have students open their dictionaries to discover this pattern for themselves.
- Explain as you look through the pages of words starting with *d* that *dold* is not listed in the dictionary, so it is not a meaningful word. Repeat this search process for the word *hold*, and read aloud its definition (*to keep from falling*) as you explain that *hold* is a meaningful word.

Guided Practice

- Have students suggest words they recognize that rhyme with *hold* as you write their answers (*bold, told, rolled, gold*). If students suggest an unfamiliar rhyming word, help them look for it in the dictionary. If it is not in the dictionary, write it under the *Dold* heading as a word that has no meaning.
- Conclude by emphasizing that many words rhyme, but not all rhyming words are meaningful, and that students can search for a list of all meaningful English words in a dictionary.

Writing Process Strategies

Plan

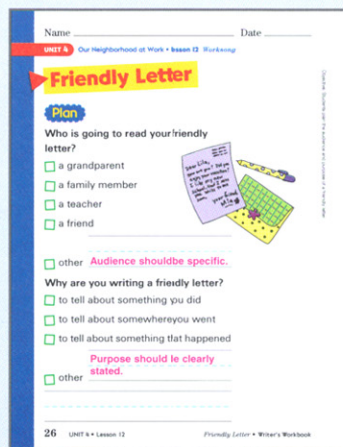
Friendly Letter

Teach

- Review the audience, purpose, and form of a friendly letter.
- Review the list of ideas for a friendly letter that students wrote on Day 1.
- **Model** planning the content of a friendly letter. *I am going to write my friend, \_\_\_\_\_, about my job. I am just going to write words for my ideas. When I write my letter, I will write each idea in a sentence.* Use **Language Arts Transparency 14**. Indicate that you might not use the order words in your letter but these will help you plan what to write.

Guided Practice

- Have students complete the audience and purpose information on **Writer’s Workbook** page 26.
- Have students plan the content for their friendly letters on **Writer’s Workbook** page 27. Stress that they don’t need to use the order words in their writing. These words are to help them plan the order of what they want to write.



Writer's Workbook p. 26

English Language Conventions

Grammar, Usage, and Mechanics

Review of End Punctuation and Capitalization

Teach

- Review end marks (., ?, and !).
- Review rules for capitalization.
- Explain that every sentence begins with a capital letter and ends with an end mark.
- Write the following sentences on the board without end punctuation or capitalization and ask students which words should begin with a capital letter and which end marks should be used.

*how old are you  
my birthday is in june  
i can't wait*

Guided Practice in Reading

Have students look for words that begin with a capital letter and for end punctuation in “Worksong” and other selections from Unit 4. Show students other types of printed materials, such as newspapers, magazines, or pieces of mail, to find examples of months and days of the week in writing.